**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_7th grade ELA Teachers\_\_\_\_\_\_\_ **Grade/Course:** \_7th ELA D**ate:** \_Day Two and Three\_\_

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| **Unit Title: Two Sides of Every Story** | | **Corresponding Unit Task: Strength in Voices** |
| **Unit EQ(s):** | How do different authors portray the same historical events or time periods in different ways?  How do different authors writing about the same topic shape their presentations of topics?  Why is it important to study historical events from a variety of perspectives? | |
| **Essential Vocabulary** | **Civil Rights Movement-** <http://dictionary.reference.com/browse/civil+rights+movement?s=t>  **Vietnam War**- <http://dictionary.reference.com/browse/vietnam+war?s=t>  **Simile-**A comparison between two unlike things using a word such as like or as  **Metaphor-**A comparison between two unlike things in which one thing becomes another thing.  **Onomatopoeia-**The use of a word whose sound imitates or suggests its meaning.  **Audience-**the person or group for whom a selection is written or performed  **Bibliographic information-**sources consulted by a writer while conducting research  **Compare/Contrast Writing-**expository writing that describes similarities and differences between two or more subjects in order to achieve a specific purpose.  **Credible Source-**a source that is worthy of confidence or belief  **Historical Account-**a written work containing text based on history  **Key Event-**the single most important event in a narrative piece  ***Poem/Poetry-****a composition written in verse that often uses rhythm and/or rhyme*  \*Definitions taken from *Holt Elements of Literature* 2006 and *Mentoring Mind Common Core* flip chart | |
| **Materials/Resources** | Laptop/projector; “Stop the Sun”by Gary Paulson; various websites; | |
| **Activating Strategy/ Bell Ringer** | Flocabulary: Monday, Wednesday, Friday Grammar: Tuesday and Thursday. | |
| **Balanced Literacy Components Addressed:**  XReading  XWriting   * Word Study   XSpeaking & Listening  **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  **RL 7.9**  **RI 7.9**  **SL 7.2**  **L 7.6**  **I Can Statements:**  **I can read and analyze various texts about the Vietnam War and identify the perspective of each author.**  **Instructional Plan:**   1. **Teachertube.com video: Bob Dylan** 2. In groups, students will read two different perspectives of the Vietnam War. 3. As students read each text, they should take notes on how the perspectives, main ideas, and views are presented in the texts they are assigned.      1. After students have read two texts, they should write a brief summary of each text including how the perspectives of each author are different. Include how each author shapes their presentations of key events and emphasizes different facts. The summary should also include an analysis of how the events of the Vietnam War impact the individuals in the texts that were read. 2. Green Grammar book pg. 164-165 Summarizing lesson   **Day Three**   1. Complete activities from Day Two. 2. Students can then share the information that they wrote on their graphic organizer with other groups. | |
| **Closing/Summarizing Strategy** | Ticket Out the Door | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| Al will work in groups to analyze perspectives and read some personal reflections from people from the war. | EC students will work in groups lead by teacher and inclusion teacher to analyze the perspectives. Then review as a class. | We will continue to work on the essential vocabulary. |
| **Assessment(s)** | **informal** | | |
| **Reflection** |  | | |